

**STUDENTS' STRATEGIES  
IN ENGLISH READING COMPREHENSION  
AT SMA MUHAMMADIYAH 1 GRESIK**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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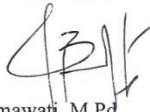
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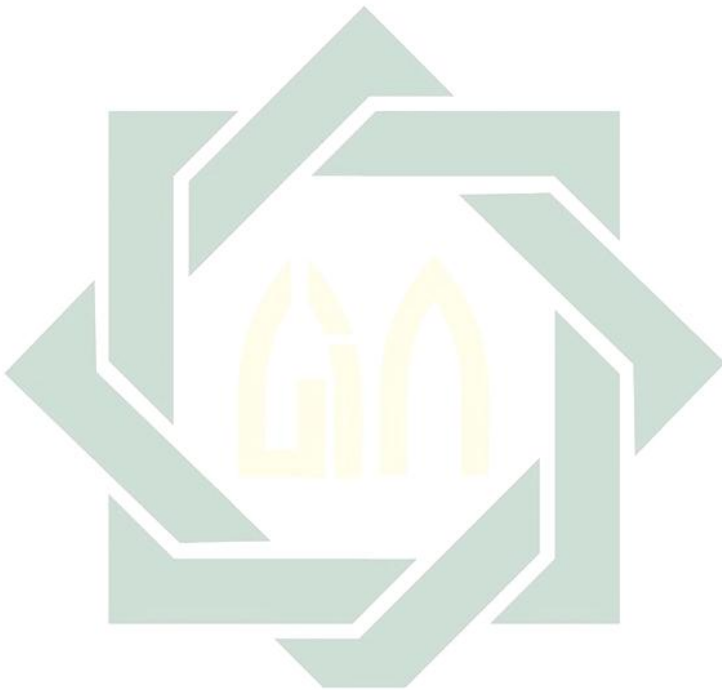
## ABSTRACT

Aslam, Rahma Amalia. (2018), *Students' Strategies in English Reading Comprehension at SMA Muhammadiyah 1 Gresik*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Keguruan, Sunan Ampel State Islamic University, Surabaya. Advisor: Dr. M.Salik, M.Ag & Rakhmawati, M.Pd.

Key words: *Students' Strategies, English Reading Comprehension, Benefits of Reading Strategies*

This study focuses on students' strategies in English reading comprehension at SMA Muhammadiyah 1 Gresik. The questions of this research are 1) How do students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik apply the reading strategy in English text? 2) What are the benefits in applying reading strategies in English reading comprehension by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik? This is descriptive qualitative research. The instruments used questionnaire and interview. The result shows that students apply many reading strategies in reading text. 1) QAR: looked at the initial of the questions, read text based on questions show, and answer the questions, 2) Scanning: Finding two or three words which describe information from text, students only focused on italicized words to help them answering questions, and students answered the questions directly, 3) GIST: decide specific sentences in a text, write a summary from text, and detect the main idea and answer the questions, 4) Coding: underlined words which do not know the meaning and give the symbol, read the text and the questions, and answered the questions directly, 5) Selective highlighting and note-taking: read and highlight main idea, read questions, highlight main idea and answered the question, 6) Skimming: read the first sentence in each paragraph, read the text uncompletely, and answer the questions, 7) Previewing: Change the title into a question, read the text based on showed-questions, and answer the questions. Students' benefit in applying reading strategies are 1) efficient of reading time for students, 2) practical in answering questions, 3) completing the reading task quickly, 4) understand the text easily. Finally, these benefits help the

students in answering the question from text and intensely understand the text.



## ABSTRAK

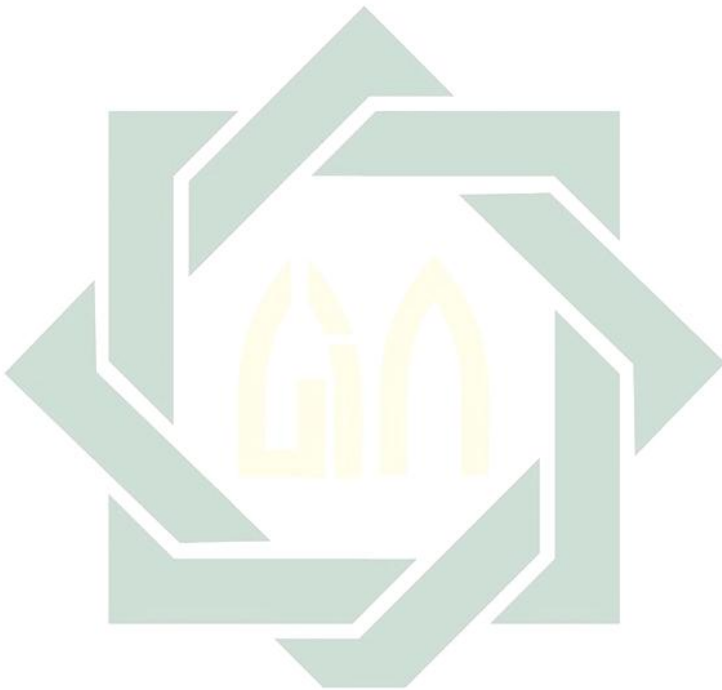
Aslam, Rahma Amalia, 2018, *Students' Strategies in English Reading Comprehension at SMA Muhammadiyah 1 Gresik*. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. M.Salik, M.Ag & Rakhmawati, M.Pd.

Kata Kunci: Strategi Siswa, Pemahaman Membaca Bahasa Inggris, Manfaat Strategi Membaca

Penelitian ini berfokus pada strategi siswa dalam pemahaman bacaan Bahasa Inggris di SMA Muhammadiyah 1 Gresik. Pertanyaan dalam penelitian ini adalah 1) Bagaimana siswa XI MIPA 2 di SMA Muhammadiyah 1 Gresik menerapkan strategi membaca dalam teks bahasa Inggris? 2) Apa saja manfaat dalam menerapkan strategi membaca dalam pemahaman bacaan bahasa Inggris oleh siswa XI MIPA 2 di SMA Muhammadiyah 1 Gresik? 1) Hasil dari penelitian ini menunjukkan bahwa terdapat banyak strategi membaca dalam memahami bacaan. 1) QAR: melihat pertanyaan awal, membaca teks berdasarkan pertanyaan yang muncul, dan menjawab pertanyaan, 2) Scanning: Menemukan dua atau tiga kata yang menggambarkan informasi dari teks, siswa hanya fokus pada kata-kata yang dicetak miring untuk membantu mereka menjawab pertanyaan, dan siswa menjawab pertanyaan secara langsung, 3) GIST: memutuskan kalimat tertentu dalam teks, menulis ringkasan dari teks, dan mendeteksi gagasan utama dan menjawab pertanyaan, 4) Coding: menggarisbawahi kata-kata yang tidak tahu artinya dan memberikan simbol, membaca teks dan pertanyaan, dan menjawab pertanyaan secara langsung, 5) Selective highlighting and note-taking: membaca dan menyorot gagasan utama, membaca pertanyaan, menyoroti gagasan utama dan menjawab pertanyaan, 6) Skimming: membaca kalimat pertama di setiap paragraf, bacalah teks dengan tidak lengkap, dan jawab pertanyaan, 7) Previewing: Mengubah judul menjadi pertanyaan, baca teks berdasarkan pertanyaan, dan jawab pertanyaannya. Manfaat yang didapatkan siswa dalam menerapkan strategi membaca adalah 1) efisien waktu membaca bagi siswa, 2) praktis dalam menjawab pertanyaan, 3) menyelesaikan tugas membaca dengan cepat, 4) memahami



teks dengan mudah. Sehingga, manfaat tersebut dapat membantu siswa menjawab pertanyaan dari teks dan sangat memahami teks.



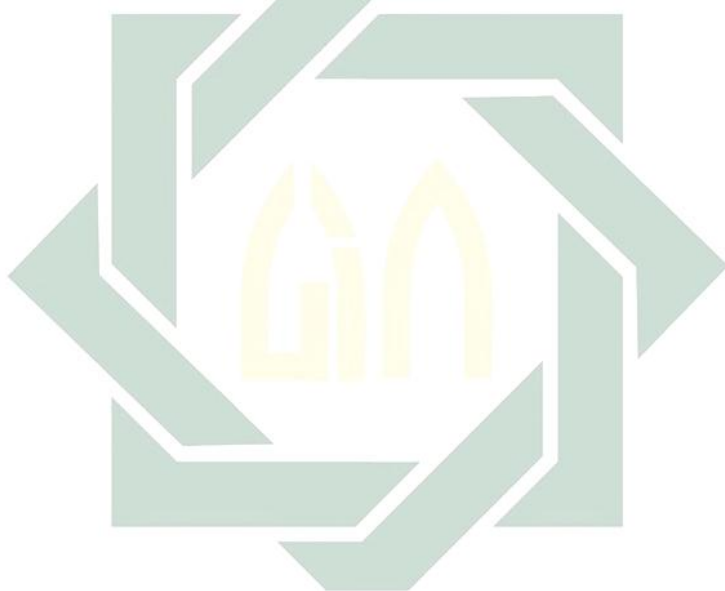
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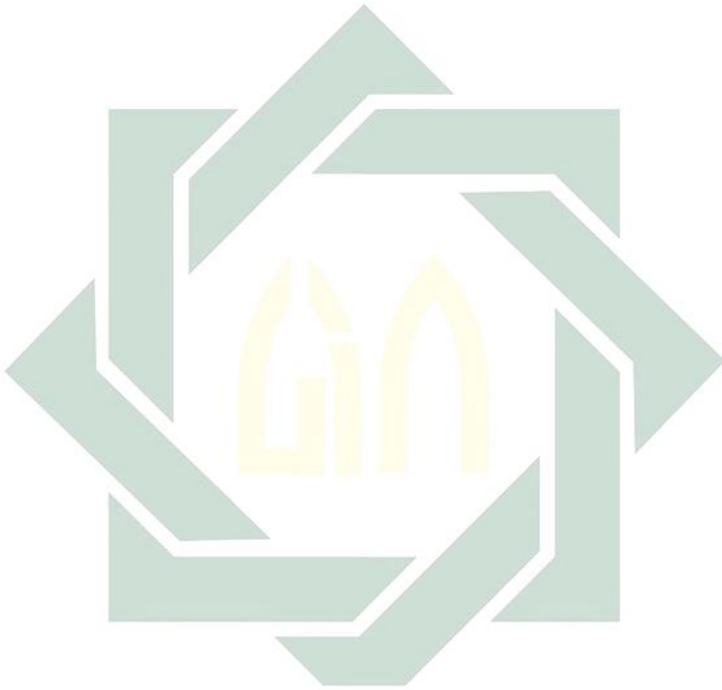
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## CHAPTER I INTRODUCTION

### A. Background of the Study

English ability has four parts which are listening, speaking, reading, and writing, that are much related each others. Someone who is expert in English, at least, he or she is able to master those parts. One of those parts is reading. This ability can be used when students apply appropriate strategies and do more practices. Reading is individual activity that forces reader to understand about text. Eskey considers reading as a major source of comprehensible input in language learning, and recognizes it as a skill that is most needed to be employed by the serious learners.<sup>1</sup>

This research is important to be researched because in this era, students need to comprehend English text for helping their English subject. Therefore, they need to know what reading strategy that they use when they are reading. As Louise Rosenblatt notes that the reading of a text is an event occurring at a particular time in a particular environment at a particular moment in the life history of the reader.<sup>2</sup> No under pressure to them for using specific strategy that forces them to use it every day. As Raymond Philippott and Michael F. Graves suggest, if students make only personal connections to the text, they risk not only superficial readings but also lack of persistence in texts that don't

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<sup>1</sup>Sumaira Qanwal – Shahzad Karim. "Identifying Correlation between Reading Strategies Instruction and L2 Text Comprehension". *Journal of Language Teaching and Research*. Vol. 5, No. 5, 2014, 1019

<sup>2</sup> Karen Manarin. "Reading Value Student Choice in Reading Strategies". *Pedagogy*. Vol. 12 No.2 Spring 2012, 281

relate to their lives.<sup>3</sup> It means students are free to choose appropriate reading strategy to comprehend of text and they feel comfort when they are reading.

Reading comprehension is caused by appropriate reading strategy. Comprehension involves the ability to understand what has been read or heard-not only individual sentences but also longer discourse such as passages and lengthy texts.<sup>4</sup> Students shall be able to understand the reading text deeply. They have to know literal meaning and pragmatics meaning. When students get the meaning of the reading text correctly, it can be assumed that they comprehend of the text what they read.

In SMA Muhammadiyah 1 Gresik, students often practice of reading, but it did not effective for knowing what text is telling about. They need several minutes to read the passage. Telling the passage with students' words is a big challenge for them. Find a main idea of text is like a difficult finding in reading. Read text more than once, playing a pen, make an imaginaiton of text are their ways to get main idea of English text. Actually, those are part of difficulties for practicing English reading comprehension

Deciding SMA Muhammadiyah 1 Gresik as an object for doing research because it was RSBI (*Rintisan Sekolah Berbasis Internasional*) school, the one of the best state senior high schools of Muhammadiyah based on the announcement in ME-AWARD (Muhammadiyah Education-Award) at Muhammadiyah Malang University, and also it has an English oral test program at the end of the semester.

Eleventh MIPA 2 students of SMA Muhammadiyah 1 Gresik are the participant of this paper. It is being an object because this class is homogeny students who have different strategies in reading but the English score is almost same. It means that they apply reading strategies in text in English and English teacher had taught skimming, scanning, and coding to students while reading.

Rebecca J. Baier examined differentiation between reading comprehension scores priorto instruction of the self-questioning

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<sup>3</sup> Karen Manarin. "Reading Value Student, 291

<sup>4</sup>Louis Spear-Swerling, *The Power of RTI and Reading Profiles A Blueprint for Solving Reading Problems*(Michigan: Paul H. Brookes Publishing Co, 2015), 25.



reading comprehension strategy and reading comprehension scores after instruction of the self-questioning reading comprehension strategies for sixth grade students. The result is after using the reading comprehension strategy, the sixth grade students received higher test scores than before using the reading comprehension strategy.

Another study conducted effectiveness of “Gist” strategy to increase student reading comprehension in exploring descriptive text in second grade. This research gets a result about the implementation of GIST Strategy is effective to improve student comprehension in exploring descriptive text.

The previous studies are focusing on the specific strategy and how to develop the strategy itself. This paper focuses on the reading strategy and benefit that students used in reading English text. It is being the gap of the discussion in the research. The similarity is on the theme. It is reading strategy and reading comprehension.

## **B. Research Questions**

In relation to the background of the study previously outlined above, the problems of the study:

1. What strategies do students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik use in reading English text?
2. What are the benefits of applying reading strategies in English reading comprehension by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik?

## **C. Objectives of the Study**

This research aimed at finding out:

1. to know reading strategies do by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik in English text.
2. to know the benefits in applying reading strategies in English reading comprehension by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik.

#### **D. Significance of the Study**

In this part explains the important of this research. This research has a contribution to explore students' reading strategy.

##### **a. English students**

Students can focus on the some strategies that they use while reading. Then, they can know each reading strategies deeply. Students will realize how they read in English text and comprehend on their reading unconsciously.

##### **b. English teacher**

English teacher can know common reading strategy in English text that students used, know the process of students' reading on their reading comprehension in English text, and also monitor students' reading.

##### **c. Researchers**

Researchers will know strategies of reading that students often use in English reading. It can make this research for a reference to make a new research.

#### **E. Scope and Limitation**

This scope of this study is students' reading strategies in reading comprehension in English text in English subject. It is connected with Margaret Bouchard in Comprehension Strategies for English Language Learners, Karen Tankersley in The Threads of Reading Strategies for Literacy Development, and Ward Cramer in Speed Reading for Better Grades. However, it also answers the research questions about students' process apply reading strategy in English text, and the benefits in applying reading strategies in English reading comprehension. Limit of this study is in English students, students' process on English reading in English subject and benefits of applying reading strategies in English reading comprehension.

## **F. Definition of Key Terms**

In order to have same idea and concept in this study, the researcher clarifies the terms used in this study, as the details below:

### **1. Reading strategy**

Reading strategy is the planned and explicit actions that help readers translate print to meaning.<sup>5</sup> In this research reading strategy means students' planning and explicit ways to bring meaning of written text.

### **2. Reading comprehension**

Reading comprehension is a complex intellectual process involving number abilities.<sup>6</sup> Here, reading comprehension is understanding the text by knowing the main idea of text.

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<sup>5</sup><https://www.readinghorizons.com/reading-strategies/>, accessed on 15 July 2018

<sup>6</sup> Jeremy Harmer, "How to Teach English" (Longman: New Edition 2007), 100

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Reading Strategies

Reading is one of the most important skills for academic learning and success —Reading is essential for success in acquiring a second language.<sup>1</sup> That statement means that reading is complex skill that has impact in academic learning. Actually, not only in academic learning, but also in everything of text that readers or students want to read. In reading have many aspects that students must be aware. Such as, knowledge, information, and context. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.<sup>2</sup> Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.<sup>3</sup>

Reading strategies are also important for adults who want to comprehend text correctly. First, many readers do not know whether they are adequately comprehending text. Second, many readers have an illusion of comprehension when they read text because they settle for shallow levels of analysis as a criterion for adequate comprehension. Third, nearly all adults have trouble comprehending technical expository text at deep levels even though they are skilled readers.<sup>4</sup>

Reading text is not only read whole of text, but also comprehend what text tells about. How the writer shows the story which serves to readers. There are many kind of reading text. such as, narrative text, report text, exposition text, procedure text, and others. In this paper, researcher highlighted on recount text. That kind of reading text was a material of researcher to get data of reading strategy.

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<sup>1</sup>Sumaira Qanwal – Shahzad Karim. “Identifying Correlation... 1

<sup>2</sup> Lori Connors -Tadros, *Definitons or Approaches to Measuring Reading Proficiency*(CEELO FAST FACT, 2014) 1.

<sup>3</sup>Danielle S. McNamara, *Reading Comprehension Strategies...* 3

<sup>4</sup>Danielle S. McNamara, *Reading Comprehension Strategies...* 4

Strategy is very useful for readers to make their time effective, comprehend text quickly, and able to guess what story that happened. However, reading strategy gives good impact for all readers, especially students who practice reading of English text. Apply reading strategy, readers will get knowledge and information on it.

Imagine the story in readers' brain, guess the plot, find main idea, and able to answer questions in paper test of reading are the good impacts of reading strategies. There are several reading strategies which available on this paper. They are effective for students to know their process of reading strategies which they used in English reading text.

## **B. Reading Comprehension**

Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.<sup>5</sup> In here, reading can do in many strategies to get comprehend in text.

No complex treatment that makes students comprehends in reading. It is only practicing reading regularly in many times. Students' can improve reading skill by looking students' reading comprehension. The NAEP (National Assessment of Educational Progress) Reading Framework reflects research that views reading comprehension as a dynamic, interactive process.<sup>6</sup>

Comprehend text seems like a computer process. It needs connecting with one and another things. In reading, readers have to save information about text between readers' read and already know. Sometimes the connection seems to happen by itself- especially when the information is important or interesting to readers.<sup>7</sup>

Main idea is a key of reading comprehension. Most of readers know the main idea of text means that they comprehend

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<sup>5</sup>Danielle S. McNamara, *Reading Comprehension Strategies...* 4

<sup>6</sup>Camille Blachowicz Donna Ogle, *Reading Comprehension Strategies for Independent Learners*, (New York: The Guilford Press), 63.

<sup>7</sup>Beatrice S. Mikulecky-Linda Jeffries, *More Reading Power Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster* (Longman, 2004), 16.

the text. comprehend English reading can be trained through practicing reading regularly. Reading needs high concentration for comprehending the text effectively. Comprehension can be checked by writing a summary paragraph about what you have read when measuring rate.<sup>8</sup>

At the end of reading a text, readers able to tell the story by their own words without change the plot and main idea of the story. The comprehension accuracy score then represents a measure of the level of comprehension accuracy which he thinks is sufficient to answer quizzes, i.e., is a measure of his *attitude* toward study material.<sup>9</sup> Awareness of how his accuracy scores compare to those of other students will do much to make him read more carefully. Even more effective is adoption of a method of checking his comprehension of essential ideas after he reads each section. This can be done by changing a heading into a question, reading to answer it, then checking to see if he can answer the question from memory.<sup>10</sup>

### C. Kind of Strategies in Reading Comprehension

Strategies in reading are many. That strategies can improve students' reading comprehension. Based on Margaret Bouchard kind of strategies in reading<sup>11</sup>:

1. Question-Answer Relationship (QAR) is a strategy that can aid ELLs (English Language Learners) in categorizing and understanding questions and thus lead to a more successful outcome for an answer. This strategy has two parts. There are in the text and in my head (readers' head). This is the first component below:

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<sup>8</sup> Francis Pleasant Robinson, *Effective Study*, (New York: Harper and Row, 1961), 143

<sup>9</sup> Francis Pleasant Robinson, "Effective Study..." 146

<sup>10</sup> Francis Pleasant Robinson, "Effective Study..." 147

<sup>11</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners* (New York: Scholastic Inc., 2005), 36-73.

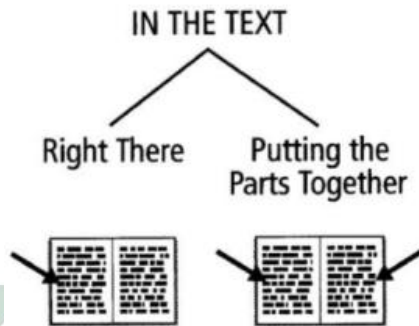


Figure 3 First component of QAR

In the text, this information (answers) is found written in the passage or text. Right there is information that can be found in a single sentence or with another connecting sentence. Putting the parts together, information is found in various parts of the passage, perhaps in two separate paragraphs. It is often associated with these types of questions: compare/ contrast, cause/ effect, list/ example, problem/ solution.

From the illustration above, readers able to answer the questions by looking the types of questions. Type of questions can be seen by the head of question. For example it has a question of *why do a thief cheat a cat?* Then, students identify the head of question and what type is. It is a cause/ effect of type question.

The second components of QAR:

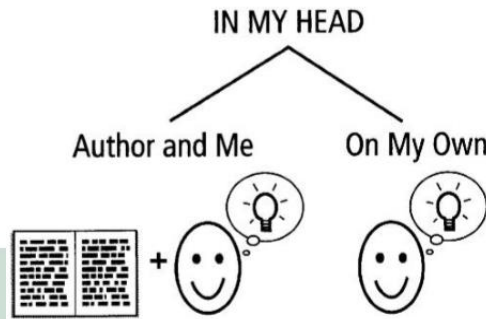


Figure 2 Second component of QAR

In my head, be sure ELLs understand that the word *head* as it is used in this strategy means “mind”. These questions and answers involve thinking on the part of students. Author and me, the information is found in the written text and from readers’ background knowledge. These questions would make no sense to readers unless they read the text. On my Own, this information must come from readers’ personal knowledge or background knowledge. It will not be found in the text. This is the sample QAR passage and questions.

Read the passage

Jack’s Busy Day

Jack woke up early. He ate breakfast and took out the garbage.

Then he went to the garage and washed and waxed his new sports car. He listened to rock music while he cleaned the inside of the car.

He was glad when Mother called him in for lunch.

Example of questions and answers are

1. What tasks did Jack do before lunchtime?

Answer: He ate breakfast, took out the garbage, washed and waxed his car, and cleaned the inside of this car.

QAR type: Putting the parts together.

2. Explain how you wash a car.



Answer: Individual answers will vary

QAR type: On My Own

2. Generating Interaction Between Schemata and Text (GIST) provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show gist of the reading. Original strategy has been adapted somewhat to take into consideration the needs of ELL. It is particularly helpful to model the strategy initially and explain the process. English language level is speech emergence to proficiency. Key vocabulary in this strategy are details, gist, important, repeated, summary, topic sentence, and unimportant.
3. Previewing text is a way to set a framework for understanding the content of a text and helps them distinguish between important and irrelevant information. Preview and summary are the key vocabulary of previewing text. Students learn to monitor their comprehension and gain more independence in a reading situation. When students generate questions about the content material they are previewing, they generally seek the answers in their reading. Therefore, students become more involved and active during the reading process.
4. Coding text is a helpful tool in aiding ELLs to identify and remember important information or challenging words/concepts. Students may want to devise their own personal system. Provide an opportunity for them to brainstorm to codes with teacher. The sample codes are:

I or I for important

C or ? for confusing

U or draw a circle around an unknown word or term

PK or \* for prior knowledge (students can relate to previous knowledge).

This is particularly significant for ELLs who may have covered the content in their native country.

5. Selective highlighting and note-taking, two strategies have been combined and presented in sequential order because successful note-taking is dependent upon the student's ability

to identify important information (main idea) from supporting details a skill that is developed through selective highlighting.

One of familiar strategy in reading is skimming. Based on Cambridge offline dictionary, skimming is to read/ consider something quickly in order to understand the main points, without studying it in detail.<sup>12</sup> The ability to skim with skilled judgment requires near perfect and instantaneous recognition or concepts, and summary paragraphs.<sup>13</sup> When readers skim, readers should not read the whole text. Readers' eyes should move very quickly over the pages and you should read only the parts of the text that will help readers answer readers' question or questions. The following passage about skimming shows the parts of a text that are usually most helpful. These parts often give the writer's ideas or opinions. However, every text is different. When readers are skimming, readers need to be flexible. What readers will depend on the question readers are asking and the way the passage is written. Those are is a simple question of when do you skim by Mikulecky and Jeffries.

Another is scanning strategy. Scanning is useful for finding answers to simple questions and permits the eyes to move rapidly down the page searching for the answer.<sup>14</sup> Mikulecky and Jeffries stated that scanning is a skill that readers often use in daily life. For example, readers might scan the list of names in a telephone directory in order to find a phone number.<sup>15</sup>

Several kind of strategies are able to help students to comprehend their English reading and make it effective to answer several questions that available on reading task.

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<sup>12</sup>Cambridge Advanced Learner's Dictionary Third Edition, 14/ 03/ 18, 11: 07

<sup>13</sup>Ward Cramer, *Speed Reading for Better Grades*( Portland: J. Weston Walch Publisher, 1998), 57.

<sup>14</sup>Ward Cramer, *Speed Reading for Better Grades...* 57

<sup>15</sup>Beatrice Mikulecky-Linda Jeffries, *More Reading...* 26

#### D. Benefits in Reading Strategy

Each reading strategy has benefits for readers to comprehend text. There are benefits of several strategies which readers can feel the benefits.

##### 1. Question-Answer Relationship

Benefits of this strategy are information can be found in various parts of the passage, perhaps in two separate paragraphs.<sup>16</sup> Students will get information and able answer questions based on each paragraph of passage. It means that students can limit their time for read all the passage through specification types of questions. It is often associated with these types of questions: compare/ contrast, cause/ effect, list/ example, problem/ solution.<sup>17</sup>

##### 2. Generating Interaction Between Schema and Text

Summarizing requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas.<sup>18</sup> Actually GIST is a summarizing strategy which helps students to get main idea of text. The ability to summarize has significant benefits for comprehending and ultimately retaining and recalling information.<sup>19</sup>

##### 3. Previewing

In a passage has important information and not. This strategy give a sollution generate questions and develop a sense before reading. While reading, students become active. Students learn to monitor their comprehension nd gain more independence in a reading situation.<sup>20</sup> Students are creating question based on this previewing. They generally seek the answers in their reading.<sup>21</sup> Looking text for a while and guess it what will be. Readers brain can

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<sup>16</sup>Margaret Bouchard, *Comprehension...* 36

<sup>17</sup>Margaret Bouchard, *Comprehension...* 36

<sup>18</sup>[https://www.nbss.ie/sites/default/files/publications/get\\_the\\_gist\\_comprehension\\_strategy\\_0.pdf](https://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf), accessed on 08 June 2018

<sup>19</sup>[https://www.nbss.ie/sites/default/files/publications/get\\_the\\_gist\\_comprehension\\_strategy\\_0.pdf](https://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf), accessed on 08 June 2018

<sup>20</sup>Margaret Bouchard, *Comprehension....*, 49

<sup>21</sup>Margaret Bouchard, *Comprehension....*, 49

begin making connections, and readers' comprehension will be faster and better.<sup>22</sup>

4. Coding text

It helps students to identify unknown language or concepts.<sup>23</sup> Through this way, students are helped by their coding that have created. by reading the code, students able to identify and remember important informations of the text.

5. Highlighting and note-taking

Highlighting text helps students determine important and not of information. It also helps students break large amounts of information into managable units that are easily located within the text.<sup>24</sup>

6. Skimming

Actually, purpose of skimming is getting general idea through high speed reading. General sense will get in a limit time without read whole of text. The following passage about skimming shows the parts of a text that are usually most helpful.<sup>25</sup> Mikulecky and Jeffries convey that readers skim whenever readers want to get some general ideas about an article or a book. For example, when readers<sup>26</sup>

- a. want to find out about a recent election.  
There is a long magazine article on the subject, but readers don't have time to read it all.
- b. need some information about the theories of Sigmund Freud. Readers have found many books about Fred, and now readers need to know which one will be most useful.
- c. went to a movie and readers thought it was terrible. Readers notice a review of that movie in today's newspaper. Readers want to find out quickly if the reviewer agrees with you.

<sup>22</sup>Margaret Bouchard, *Comprehension*..., 17

<sup>23</sup>Margaret Bouchard, *Comprehension*..., 52

<sup>24</sup>Margaret Bouchard, *Comprehension*..., 73

<sup>25</sup> Beatrice Mikulecky-Linda Jeffries, *More Reading*..., 38

<sup>26</sup> Beatrice Mikulecky-Linda Jeffries, *More Reading*..., 38

- d. are reading a detective story and you are in a hurry to know did the crime.

## 7. Scanning

Practice in scanning will help you learn to skip over unimportant words so that readers can read faster.<sup>27</sup> By read key words text or specific information readers can be easy to answer questions and not waste readers' time.

## E. Application of Strategies in Reading Comprehension

After students knew kind of reading strategies, they have to know how to apply those strategies and choose which is suitable for their self. These are the procedure how to apply the strategies:

### 1. Question-Answer Relationship

Key vocabulary in this strategy are author, head, and text.<sup>28</sup> It means that students would have to know what author means, then look at the head of questions, next students read the passage based on questions show. This is the process of applying QAR strategy:

- a. Read a text from the overhead.
- b. Generate questions that fall into each of the QAR question categories (Right there, Putting the parts together, Author and me, On my own). Example: read the first question.
- c. Then, continue with the rest of the questions and answers, relating them to the QAR strategy.

### 2. Generating Interaction Between Schemata and Text

Students work collaboratively to decide upon the information included in a specific selection of text and use it to write a summary statement.<sup>29</sup> It focuses on reading comprehension verbally. Students can retell the passage by finding important information of it. The procedure is prepare a transparency of a section of text or designates a portion of text to be read. This usually includes text that may be a challenge ffor the students. decide the "most important" words or concepts that are

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<sup>27</sup>Beatrice Mikulecky-Linda Jeffries, *More Reading...* 25

<sup>28</sup>Margaret Bouchard, *Comprehension...* 36

<sup>29</sup>Margaret Bouchard, *Comprehension...* 40

essential to understanding that portion of the text. using as many of the “most important words and concepts” as possible, write a summary statement consisting of one or two sentences together with students. These sentences should offer the “gist” of the reading passage.

### 3. Previewing

- a. Read the title and convert it to a question.
- b. Read the introduction and summary and questions.
- c. Read the headings and subheadings. Convert these to questions.<sup>30</sup>

Another way of previewing strategy based on Mikulecky and Jeffries are:<sup>31</sup>

- a. Preview for only a few seconds. For example, for one page of text, readers should spend no more than one minute previewing.
- b. Read the title. Does it tell you what the passage is about? Do you know anything about this subject?
- c. Decide what kind of text it is. Is it an essay, an argument, a story, an explanation? What can you expect from this kind of text?
- d. Look at the length and organization of the passage. Is it divided into parts? Do the parts have subtitles? What information do they give you?
- e. Notice if there are maps, pictures, charts, names, dates, or numbers in the passage.
- f. Look at the first line or sentence of each paragraph. These sections often contain important information.

That procedure shows that giving question after read some information from the passage.

<sup>30</sup>Margaret Bouchard, *Comprehension...* 49

<sup>31</sup>Beatrice S. Mikulecky-Linda Jeffries, *More Reading...* 19

#### 4. Coding Text

The procedure of coding text is:

- a. Use a think aloud format. Choose a uniform code with a few possibilities. Starting with too many codes may cause caution.
- b. Copy a section of text to show on the overhead.
- c. Give each student a copy of the text.
- d. Read the text aloud and model “thinking” while reading. For example, pretend to come across an unknown word and make it with the correct code. Continue this for other areas such as important facts or ideas, confusing concepts, and so on.

#### 5. Selective highlighting and note-taking

Read the text and highlight main ideas and important concepts.<sup>32</sup>

#### 6. Skimming

- a. Read vertically as well as horizontally.  
Move your eyes down the page as much as you move them from side to side
- b. Think like the author  
Detect the author’s strategies for making his argument, you can separate the important from the unimportant material in the course of your reading.
- c. Preread before you start skimming  
Pinpoint the parts of the article that require your undivided attention and the parts that you can skip.
- d. Try to detect the main idea in the introductory paragraphs  
Read these paragraphs closely. They tell you what the author’s aim is, which can help you decide early on whether the article or chapter is worth reading in detail.
- e. Read the first sentence in each paragraph

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<sup>32</sup>Yesim Ozek-Muharrem Civelek,” A Study on...73

Read the first sentence in each paragraph and then decide whether the rest of the paragraph deserves a read. If it doesn't, move on.

f. Don't necessarily read complete sentences

If the start of a sentence holds no promise of the sentence giving you the information you want, skip to the next sentence.

g. Skip examples and proofs

Authors often present examples to prove a point, but if you believe the point doesn't need proving, you can skip the examples.<sup>33</sup>

Another way of skimming strategy based on Mikulecky and Jeffries are:<sup>34</sup> Writers usually introduce their topic and their ideas about that topic right at the beginning. Read the first sentences or paragraph quite carefully. They will give readers some idea of what the writer is going to say and how the passage will be organized. This will help readers decide what else to skim for.

- 1) If the text is long, you might also read the second paragraph. Sometimes the first paragraph is only an introduction and the second paragraph contains more useful information about the whole text.
- 2) After that, readers should look at the beginning of each paragraph. Maybe read a few words in the middle and note if there are lots of names or dates,
- 3) Usually the topic sentence is at the beginning, but sometimes it may be at the end.
- 4) Skip some paragraphs, if they do not seem important.
- 5) However, readers should read the last paragraphs more carefully. The author may summarize the important points at the end or come to a conclusion.

Guidelines for effective skimming is also from Mikulecky and Jeffries:

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<sup>33</sup>Richard Sutz - Peter Weverka, *Speed Reading For Dummies* (Canada: Wiley Publishing, Inc., 2009), 169- 171.

<sup>34</sup>Beatrice S. Mikulecky-Linda Jeffries, *More Reading...* 38



- 1) Always work as fast as readers can. Don't let details slow readers down.
  - 2) Always keep in mind readers' reason for skimming. To help readers concentrate, make a question for readers self and skim for the answer.
  - 3) Be flexible. The amount of material that readers' skim depends on readers' purpose and on the passage.
7. Scanning
- a. Use all your powers of concentration.
  - b. Scan for the two or three search terms that describe the information you want.
  - c. Use the Find command to scan a web page.
  - d. Look at all italicized words.
  - e. Don't be shy about using the table of contents and index.<sup>35</sup>

Some of reading strategies have same way in several points. It can be similar on reading activities. Those strategies are very useful to answer questions based on text.

## F. Previous Studies

There are many studies about reading strategy. Based on Rebecca J. Baieris untitled *Reading Comprehension and Reading Strategies*. It is focused on reading comprehension skills and vocabulary knowledge, preparation for college, and literacy rates. The research questions are *do students fully understand what they are reading? and are they able to express verbally or in written communication what they have read?*. Research methodology that researcher used descriptive qualitative. The result of this research is students get higher score in reading by using reading comprehension strategies.

That research is helping this research about definition of reading, reading comprehension, and statement that students with strong reading comprehension skills often performed better on comprehension test, getting high scores. From that statement, researcher gets a meaning about reading comprehension can be

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<sup>35</sup>Richard Sutz-Peter Weverka, *Speed Reading...* 173

related on reading skill. Then, researcher assumes which reading comprehension and reading skill are not free without reading strategy.

From the title of Rebecca J. Baier about Reading Comprehension and Reading Strategies interpretation of readers is about what is reading comprehension and kind of reading strategies specifically, but after look at the paper fully, it looks that Baier chose a strategy of reading. It is reading comprehension strategy in reading comprehension. However, she only focuses on a specific strategy of reading.

Second previous study is KhoirunNisa with The Effectiveness Of "Gist" Strategy To Increase Student Reading Comprehension In Exploring Descriptive Text In Second Grade Of SMPN 4 Surabaya. Quantitative approach is used in this research. The research questions are how is student reading comprehension in exploring descriptive text? and how effective is the implementation of GIST Strategy on student exploring descriptive text in second grade of SMPN 4 Surabaya? Those research questions get a result that the implementation of GIST Strategy is effective to improve student comprehension in exploring descriptive text.

Nisa's research concerns only on GIST. GIST is one of reading strategy which is in this paper. It also helps this research because researcher able to the specific of GIST. How the process is, where did Nisa got the literature of that research, and also the result of her research. It is GIST can improve students' reading comprehension. The meaning is GIST is really needed by students as their reading strategy for their reading comprehension. Differences between this paper is Nisa's research only focuses on one of reading strategy in reading comprehension.

Third is Exploring Reading Strategy Use and Reading Comprehension Success among EFL Learners. The author of this journal is PezhmanZare in World Applied Sciences Journal 22 (11) in year 2013. This study focuses on determining the frequency of reading strategy use and strategies varies according to gender. The data of this research is analyzed with some theories and combined with statistical application, because the method of this research is quantitative. The research questions are what is the frequency of overall reading strategy use of

Iranian EFL learners?, what is the relationship between reading strategy use and reading comprehension success?, and what is the difference between male and female EFL learners in the use of reading strategy?

The results of this research are show Iranian EFL learners can be categorized as medium strategy users. There is no significant difference in male and female in use of reading strategies and reading strategies had a strong positive correlation with reading comprehension achievement. Differences between that research and this paper are the method of this research is quantitative, whereas this paper used qualitative research. It looks very different. Then, the subject and strategy in reading comprehension of this research, especially in gender. It is similar with the topic. That is reading strategy and reading comprehension. From that research, researcher gets knowledge about the plot of reading strategy and reading comprehension in research paper.

Fourth previous study is from Ozek and Civelek with A Study on the Use of Cognitive Reading Strategies by ELT Students. This is the Asian EFL (English as a Foreign Language) Journal. Which cognitive reading strategies are used by the university students in their academic studies? And what sort of cognitive reading strategies should be developed by these students in order to continue their academic studies successfully and to get the most out of a text they read? The focus of this research is cognitive strategies in reading. Quantitative approach is used in this research. SPSS application was used for analyzing the data of the research. Data collections are Questionnaire and Think-aloud protocols (TAPs) to know the answer of research questions.

Result of the data is divided into three parts based on reading activities. Then, it has a part of combining data on reading activities with result of the Think-Aloud Protocols (TAPs). Effectively used strategy in reading in that research are relating the title to the text content, using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown words, reading without translating word-for-word, thinking aloud during reading, reading over the text, and assimilating the text with background

knowledge. Then, in pre reading activity it has three reading strategies. They are relating the pictures/ illustrations to the text content, reading the first line of each paragraph, and considering background knowledge. In while reading the result shows that sample of that research chose guessing the meaning of a word from the grammatical category, consider other sentences to understand the meaning of a sentence, visualizing events, recognizing organization, and assimilating. Whereas, that researcher gave another strategy in their instrument about consulting the dictionary for the important words, thinking of a situation to remember a word, and taking notes.<sup>36</sup> No one who chose the strategies in while reading. Assimilating the text with the background information, reading over the text, and classifying words according to their meanings are used in post reading.<sup>37</sup> The result is cognitive reading strategy is effective to use in reading by ELT students.

Here, researcher gets a literature that reading strategies can be evaluated under three reading activities. The activities are pre-reading, while-reading, and post-reading. Then, researcher able to make instrument of research based on this knowledge that dividing reading strategies to each part of reading activities. It also the name of reading activities researcher gets from this research. Actually, researcher survived in a nother literature that the name of reading activities are before reading, during reading, and after reading. Then, the literature does not show how the name of author and what title of the literature is. However that part is needed to this research. This is the specific one for getting knew the name of reading activities.

Fifth is The Relationship between Metacognitive Reading strategies Use and Reading Comprehension Achivement of EFL Learners. It is written by Rastegar and friends. Is there any statistically significant relationship between EFL learnerslearners overall metacognitive reading strategies use and reading commpression achievement? as a research question.the result of

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<sup>36</sup>Yesim Ozek-Muharrem Civelek," A Study on the Use of Cognitive Reading Strategies by ELT Students", The Asian EFL Journal. Professional Teachers Articles. August 2006, 20

<sup>37</sup>Yesim Ozek-Muharrem Civelek," A Study on... 21

this research is optimizing learning of using metacognitive reading strategies with role of reading comprehension as input in second language context.

The interesting research question of the previous study is what is the relationship between reading strategy use and reading comprehension success? Then, in finding, researcher found that it is of great importance to train the language learners to employ the appropriate strategies and use them as frequently as possible.<sup>38</sup> The statement is pointing about the importance of reading strategies to train language learners. This research is helping this paper to show kind of reading strategies and benefit in applying the reading strategies in their reading.

Different from those previous studies and this research are all previous studies are focusing on specific reading strategies and the way to develop that strategy. Then in this research is focusing on the most common reading strategy, the reasons that students use in English reading comprehension and how students' apply the reading strategy in English text, so it focuses on students.

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<sup>38</sup>Rastegar, "The Relationship between Metacognitive Reading strategies Use and Reading Comprehension Achievement of EFL Learners", 190

## CHAPTER III RESEARCH METHOD

### A. Research Design and Approach

This research used qualitative method. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore.<sup>1</sup> Researcher needs digging information and looking phenomenon in English class to know students' exploration while reading.

Researcher explored the students' reading strategies in comprehending English reading text. Then, the exploration is combined with appropriate theory to support the data. It makes the data more reliable to be learnt. Researcher wants to create good research of qualitative of reading strategy, too.

It used qualitative descriptive. It means that researcher employs report in a descriptive based on the real condition. Good qualitative reports, however, need to be realistic and persuasive to convince the reader that the study is an accurate and credible account.<sup>2</sup> Complex description makes readers to be able to understand the process and the result of this research.

M. Greene's concerns about qualitative research on Qualitative Research in Education: Focus and Methods. Qualitative research is an effort to comprehend not only the modes of cultural arrangements but the ways in which those arrangements are experienced by individuals, in order to provoke intelligibility and involve one personally and intersubjectively in conscious pursuits of meaning.<sup>3</sup> For qualitative researchers, life is not a dress rehearsal; it is the real thing.<sup>4</sup>

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<sup>1</sup>Creswell - John W, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Boston: Pearson, 2012), 16.

<sup>2</sup>Creswell - John W, Educational Research..., 18

<sup>3</sup> Robert R. Sherman-Rodman B. Webb, Qualitative Research in Education: Focus and Methods, (New York: Falmer Press, 2005), 4

<sup>4</sup> Robert R. Sherman-Rodman B. Webb, Qualitative Research..., 4

Researcher used descriptive qualitative because of objectives of the study are to know the process of students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik in applying the reading strategy in English text and to explore the benefits in applying reading strategies in English reading comprehension by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik.

## **B. Research Setting**

This research held in XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik, especially on English course. It is located at Jl. KH. Kholil 90 Gresik. The time of this research was in May 2018.

The class has 31 students. All of students filled two questionnaires which planned by researcher. First questionnaire is a reading practice and the second is the process of rereading. Then, several students did interview after finishing the two questionnaires. Researcher chose randomly to decide the students to be interviewed.

## **C. Data and Source of Data**

To find students' reading comprehension, researcher used document to be the source of data through first questionnaire. The document is about reading practice. It is adapted from Massachusetts Department of Elementary and Secondary Education. The practice contains a recount text and five questions which have related on that. (See appendix 6)

To find the students' strategies, researcher used second questionnaire. It is about the process in reading. The questionnaire adopted from Margaret Bouchard book *Karen Tankersley in The Threads of Reading Strategies for Literacy Development*, Beatrice S. Mikulecky and Linda Jeffries in *More Reading Power*, and Ward Cramer in *Speed Reading for Better Grades*. Next, guidelines of interview came from questionnaire. The first questionnaire helps students to fill the second questionnaire. For getting know the benefit in applying reading strategies, researcher used interview guidelines. The function of interview guidelines is answering the second research question.

#### **D. Data Collection Techniques**

To collect the data, researcher collected the result of questionnaires and interview transcription. Here, questionnaire is divided into two. First and second questionnaire. The first questionnaire is about reading practice. For the second one, it contains how students applied reading strategy (see appendix 7). After this instrument finishing, researcher moved to using interview guideline. The function of interview is to know the benefits of reading strategy that students have been applying. Researcher interviewed thirteen students randomly.

After the data were gotten, researcher collected all of it. All of the data are important to answer the research questions. Complete data are helping researcher to find the objectives of the study. The tools to get the complete data of this research are different in each instrument. For the questionnaire, the tool is paper-based. Then, in interview section, researcher used interview guideline and recorder to record students' opinion. Those tools help researcher to save all of the datas.

#### **E. Research Instruments**

Data are required to undertake the findings of this study. Those data can be obtained by using following instruments:

##### **1. Questionnaire**

There are two different types of questionnaires to identify the students' strategies in English reading comprehension. First, the students needed to read text. After that, they were asked to complete the second questionnaire. The first questionnaire is adopted from Massachusetts Department of Elementary and Secondary Education. Aim for the first questionnaire is a practicing reading before students do the second questionnaire. The first questionnaire is being an amplifier for the second instruments. Model of the first questionnaire is a reading practice. Here, the first questionnaire is about reading practice. There are several paragraphs of recount text and two pictures to support the text. Then, to make sure students



comprehend the text, researcher was preparing five questions on reading text.

The students were asked to read the text and answer the questions relating to the text. After that, they were asked to complete the second questionnaire. Basically, this questionnaire consists of questions relating to students' strategies in comprehending the text.

The second questionnaire is adapted from the theory of Margaret Bouchard, Karen Tankersley and Ward Cramer. It contains the process of applying reading strategies in reading activities. (See appendix 7). From the questionnaire, researcher could qualify whole of reading strategy based on students' choose and analyze the process into the name of reading strategy.

Selection items on questionnaires include multiple choice, true-false, matching, or interpretive-exercise questions.<sup>5</sup> For this reason, the researcher usually should provide an "other" choice for each item, where the subject can write in a response that the researcher may not have anticipated.<sup>6</sup> From this anticipated, researcher believes that close-ended questions are able to use in this research.

Advantages of questionnaires are that they can be mailed or given to large numbers of people at the same time.<sup>7</sup> The disadvantages are that unclear or seemingly ambiguous questions cannot be clarified, and the respondent has no chance to expand on or react verbally to a question of particular interest or importance.<sup>8</sup>

Here, researcher used in person to share questionnaires to the students. The questionnaires were a

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<sup>5</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill Companies, 2009), 123

<sup>6</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design...*, 396

<sup>7</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design...* 123

<sup>8</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design...* 123

close-ended questionnaire. For example in the first questionnaire required the students to read and choose the correct answer relating to the text, based on their comprehension. The form of the first questionnaire was multiple choices questions. The second questionnaire indeeds the students required to choose the best strategy that they are understanding the text.

## 2. Interview guidelines

Interviews are a classic way in research to conduct a conversation that explores your focus area.<sup>9</sup>The types of interviews generally used for AR (Academic Research) are structured interviews, guided or semi-structured interviews, and open-ended conversational-type interviews.<sup>10</sup> Interviews have been used extensively in this field to study both the content and processes of cognition.<sup>11</sup>Interview schedules and questionnaires are basically the same kind of instrument—a set of questions to be answered by the subjects of the study.<sup>12</sup>

In this research, researcher used structured interviewed. Researcher has five questions to find students' benefit in applying reading strategies.(See appendix 8).Usually the questions are all set out in advance – in a similar way to a survey or questionnaire, the interviewer goes through them in the same order with each person.<sup>13</sup>

This interview talks about how students did reading practiceand the process when they were reading. Questionnaire is being a guidelines to the interview. From this instrument, researcher believes will get the fact of the benefit in applying reading strategy by students. Researcher applied structured interview

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<sup>9</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge), 74

<sup>10</sup> Anne Burns, *Doing Action Research...* 75

<sup>11</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design...* 401

<sup>12</sup> Jack R. Fraenkel- Norman E. Wallen, *How to Design...* 119

<sup>13</sup> Anne Burns, *Doing Action Research...* 75

because researcher wanted to get specific answers in a line of objectives of the study. Those are the guideline in interview: *Berapa banyak pertanyaan yang bisa kamu jawab dengan benar? Bagaimana kamu bisa menjawab pertanyaan tersebut? Mengapa kamu melakukan hal itu? Apakah ide pokok dari bacaan tersebut? And bagaimana cara kamu menemukan ide pokok?* Those questions include the students strategy in comprehending the text. the interview was done individually with the students.

Mean of interview guidelines in this paper is the outline of interview for getting data of students' reading strategy and benefits when they applied the process reading strategy and found main idea of text. Students' assumed the correct answer is also the data which researcher got from this instrument.

3. Margaret Bouchard book and Karen Tankersley in *The Threads of Reading Strategies for Literacy Development*, Beatrice S. Mikulecky and Linda Jeffries in *More Reading Power*, and Ward Cramer in *Speed Reading for Better Grades*.

## **F. Data Analysis Techniques**

Researcher analyzed the combination of the data (questionnaire and interview). Researcher analyzed the data based on Massachusetts Department of Elementary and Secondary Education, Margaret Bouchard book Karen Tankersley in *The Threads of Reading Strategies for Literacy Development*, Beatrice S. Mikulecky and Linda Jeffries in *More Reading Power*, and Ward Cramer in *Speed Reading for Better Grades*. When the theories and datas were ready to be analyzed, researcher were grouping it first. Those theory are the guiding for grouping the data.

In the first questionnaire, researcher counted the checked answer of students, then researcher collected the students' responses to each question In the second questionnaire, researcher have divided the strategies of reading activities. Then, students could choose the choices more than

one in each activity of reading. Next, researcher analyzed students' choices into the name of reading strategy. After that, researcher counted students who chose the choice in each option in questionnaire. After the data was grouped, the time was analyzing of students' reading strategies by the theory of Bouchard and Mikulecky and Jeffries.

For answering the second research question, researcher transcribed the interview based on interview recording (see appendix 11). After the transcription done, researcher took a positive of students' reason of applying the strategy that they applied into the appropriate theory. The positive effects or benefits in applying the strategy when the students shared their reasons that give good impact in their reading comprehension.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion of the study. Researcher found the students' reading strategy in English text and the benefit in applying reading strategies in English reading comprehension by students XI<sup>th</sup> MIPA 2 at SMA Muhammadiyah 1 Gresik. Then, researcher discusses the finding with the theories.

#### **A. Research Finding**

This research was held in 14 May 2018 – 15 May 2018 at SMA Muhammadiyah 1 Gresik, especially in students' XI MIPA 2 which consist thirty one students. The finding got by two instruments which have planned. There are questionnaires and interview.

##### **1. Students' reading strategy in English text**

To answer the first research question, researcher used first questionnaire. It is about reading practice. This practice was held on 14 May 2018. Students XI MIPA 2 at SMA Muhammadiyah 1 Gresik did first and second questionnaire. From the first instrument, researcher knows about their comprehension in English reading text through read the recount text and answer the questions. After students did the first questionnaire, students answered the second questionnaire. They were remembering how they read the English text. Based on the result of the questionnaires analysis, students have the different ways for understanding reading text. This is the data of students' choice of reading strategy in English reading.

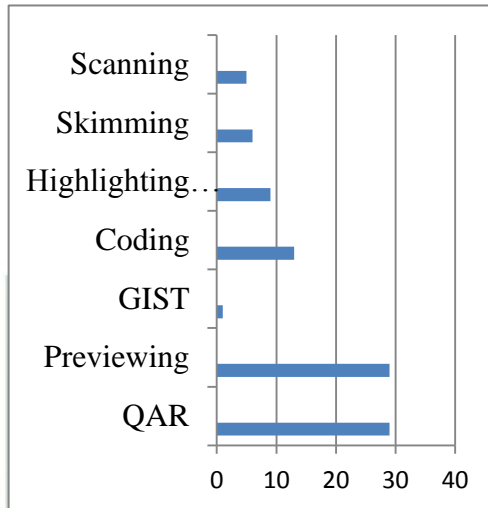


Chart 4.1 Reading strategies in pre-reading

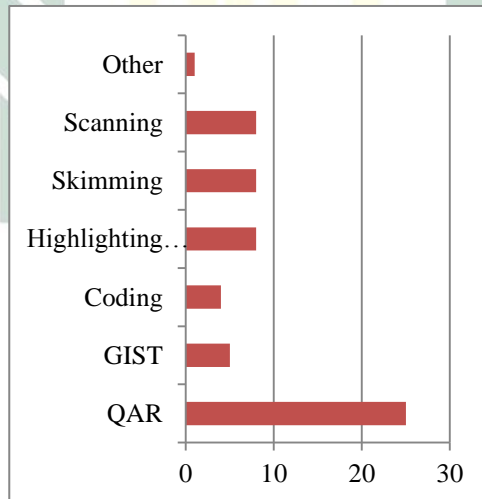


Chart 4.2 Reading strategies in while-reading

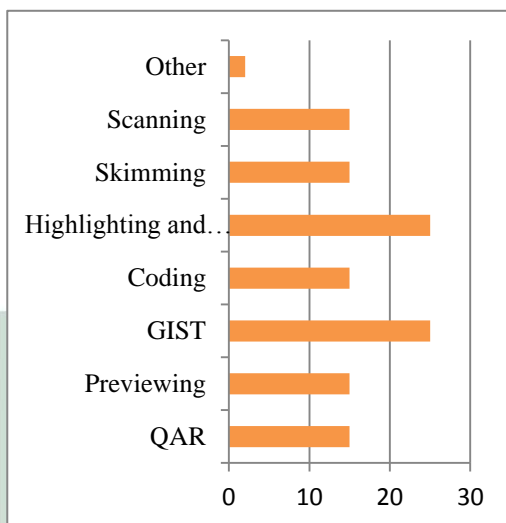


Chart 4.3 Reading strategies in post-reading

In pre-reading activity, by looking chart 4.2, there are 25 responses who used QAR strategy, 5 responses who used GIST, 4 responses who used Coding, 8 responses who used selective highlighting and note-taking, 8 responses used skimming, 8 responses used scanning, and a student has another option. It is looked at the end of the text. Mostly, students looked at the initial word in question first, however, QAR strategy is the common strategy in pre-reading activity.

In while-reading activity, there are 29 responses used QAR, 29 responses used previewing, 1 response used GIST, 13 responses used coding, 9 responses used selective highlighting and note-taking, 6 responses used skimming, and 5 responses used scanning (See chart 4.2). Here, the way of QAR and previewing in while-reading is look at showed-questions.

In post-reading activity, there are 15 responses are in QAR, 15 responses are in previewing, 25 responses are in GIST, 15 responses are in coding, 25 responses are in

selective highlighting and note-taking, 15 responses are in skimming, 15 responses are in scanning, and 2 responses are in another. There are repeated the question then answered the questions and repeated the text.

## **2. Students' Benefits of Reading Strategies In English Text**

Students did questionnaires of reading strategy, then thirteen students randomly did interview to make certain result of questionnaires. Only three minutes, students have answered the questions based on their thought. It was effective to find benefits for students in their reading strategies. Then, researcher chose thirteen students randomly to do interview section. Total students of XI MIPA 2 is thirty one, however, percentage the result of interview section is 42%.

When students were asked about how many questions do you think you can answer correctly? Mostly 6 students thought that they were able to answer 3 questions correctly. There were 4 students were able to answer 4 questions correctly. A student argued that he answered 2 questions correctly and 2 students responded that they answered between 2 and 3 questions correctly. When researcher asked about how do you answer the question? 9 students started to complete the reading practice by looking the question first and 4 students read the text first then looked at the questions.

Responses of students' reason when they looked at the questions first are: 1) 2 students felt that it is easier than read the text first, 2) it is the quick way in reading text based on 2 students, 3) 2 students made this way as a habitual students in reading text, 4) 3 students felt that it is efficient of reading time, 5) a student was able to complete faster in reading task. Responses students' reason when they read the text are: 1) a student thought that he is able to answer the question, 2) a student argued it is quick process when they are reading, 3) a student understand the text faster.

Actually, the main aim of this instrument is to get what the reason why students applied the reading strategy in English text. after listened their reason, researcher divided it into two. The reason is useful for students or useless for them. then, researcher collected the useful reason to be combined



with the benefit in applying reading strategy. From this result, the second objective of the study can be answered.

## **B. Discussion**

### **1. The Students' Reading Strategy in English Text**

Reading activity has three steps. There are pre-reading, while-reading, and post-reading. These are the symbol of types in reading activity: 1) as pre-reading, 2) as while-reading, and 3) as post-reading. These are the process in applying reading strategy in English text for each reading activity.

#### **a. Questions-Answers Relationship**

From the result of the research, it showed that students used QAR strategy in their reading activities. It can be seen that the students used steps applied in QAR strategy. Firstly, key vocabulary in this strategy are author, head, and text.<sup>1</sup> 1) Students have to know what the author means, so to be able to answer the questions or to understand information provided in the text. The students required to relate the text to their own experience. Here, students looked at the initial of the questions 2) Head in this strategy means mind. In the previous chapter explained that head is combination of author' mind and readers' mind and readers' own. Students read text based on questions show to know author' mind and readers' mind and readers' own. It helps students to comprehend the text. When readers' do not get the point of the text after they trying to guess author mind, then they can imagine about their own itself. It helps students to comprehend the text. 3) In a line with Bouchard theory stated that the process of QAR strategy, read a text from the overhead.

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<sup>1</sup>Margaret Bouchard, *Comprehension...*36

Generate questions that fall into each of the QAR question categories (Right there, Putting the parts together, Author and me, On my own). Example: read the first question. Then, continue with the rest of the questions and answers, relating them to the QAR strategy.<sup>2</sup>

b. Scanning

The process of scanning by students. 1) Finding two or three words which describe information from text. Here, students did this process. 2) Students only focused on italicized words to help them answering questions. 3) Students answered the questions directly. It is appropriate with theory of Sutz and Weverka about the way to apply scanning strategy.<sup>3</sup> Use all your powers of concentration. Scan for the two or three search terms that describe the information you want. Use the find command to scan a web page. Look at all italicized words. Don't be shy about using the table of contents and index. Even though at the end of Weverka's theory likes on book or computerized, it does not mean that cannot be applied in short text. The proof is students applied the process in the recount text.

c. GIST

The data showed that 1) Decided specific sentences in a text. There was a student wrote a summary from text. 2) Students wrote a summary of the text. It draws that GIST does not be common process to comprehend English text, especially on recount text, but it has good impact to students, too. Researcher

<sup>2</sup>Margaret Bouchard, *Comprehension...*, 37

<sup>3</sup>Richard Sutz-Peter Weverka, *English for...*, 173

assumed that students do not know about the way of GIST strategy in pre-reading and while-reading activity. 3) In the post-reading, students detected the main idea and answer the questions.

d. Coding

From the data of this research showed that the steps of read. 1) Underlined words which do not know the meaning and give the symbol often do by students for their comprehension. 2) Read the text and the questions. 3) Answered the questions directly. Students' processes are not out of the theory from Bouchard. He thinks use a think aloud format. Choose a uniform code with a few possibilities. Starting with too many codes may cause caution. Copy a section of text to shown the overhead. Read the text aloud and model. For example, pretend to come across an unknown word and make it with the correct code. Continue this for other areas such as important facts or ideas, confusing concepts, and so on. It looks that students' process in coding is in a line of the theory.

e. Selective highlighting and note-taking

Students' steps in applying this strategy start from 1) Read and highlight main idea. 2) Read questions. 3) Highlighted main idea and answered the question. It was doing because students wanted to make sure the main idea of text. It is suitable with the statement of Bouchard theory. Read the text and highlight main ideas and important concepts. Those steps are most common strategy that students applied in reading English text.

f. Skimming

There are students step in applying skimming. 1) Read the first sentence in each paragraph. 2) Read the text uncompletely. 3) Answered the questions. Those steps are in line with the theory of Mikulecky and Jeffries strategy that when readers skim, readers should not read the whole text. Readers' eyes should move very quickly over the pages and you should read only the parts of the text that will help readers answer readers' question or questions.

g. Previewing

Theory of previewing is coming from Mikulecky and Jeffries. Process of previewing, are read the title and convert it to a question. Read the introduction and summary and questions. Read the headings and subheadings. Convert these to questions.<sup>4</sup> It is appropriate with the students' process. 1) Changed the title into a question. 2) Read the text based on showed-questions. 3) answered the questions.

From the theories researcher assumed that the data of applying of reading strategy in English text is reliable, because the instruments were appropriate to get the data.

This research got another process of reading English text. In pre-reading, there was a students who looked at the end of the text. Then, in post-reading, there was a student who repeated the question then answered it. Also, a student repeated the text.

## 2. Students' Benefits in Reading Strategies in English Text

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<sup>4</sup>Margaret Bouchard, *Comprehension...* 49

Type of students when they do their reading task. First, students read the questions first, then read the passage. Responses of students' reason when they looked at the questions first are: 1) 2 students felt that it is easier than read the text first, 2) it is the quick way in reading text based on 2 students, 3) 2 students made this way as a habitual students in reading text, 4) 3 students felt that it is efficient of reading time, 5) a student was able to complete faster in reading task. The data of benefits in applying reading strategies in English text gotten for general strategy. Here, the reading strategies are divided into two. There are looking the question first and read the text first. It is in a line with the benefits of QAR and previewing.

a. QAR

QAR helps students consider information from the text and information from their own background.<sup>5</sup> It indicates that QAR is really helping students to finish students' work in English reading. Then, QAR shows students the relationship between questions and answers, how to categorise different type and levels of question.<sup>6</sup> This can be done by changing a heading into a questions, reading to answer it, then checking to see if he can answer the question from memory.<sup>7</sup> Unconsciously, students able to do it to make it easy for comprehend the text. In Question-Answer Relationship, students are also able to associate the types questions.

b. Previewing

Previewing is helping students to find what students' want to know before reading. Looking for a while and guess it is the process of apply previewing strategy.

<sup>5</sup>[https://www.nbss.ie/sites/default/files/publications/qar\\_strategy\\_handout.pdf](https://www.nbss.ie/sites/default/files/publications/qar_strategy_handout.pdf), accessed on 08 August 2018

<sup>6</sup>[https://www.nbss.ie/sites/default/files/publications/qar\\_strategy\\_handout.pdf](https://www.nbss.ie/sites/default/files/publications/qar_strategy_handout.pdf), accessed on 08 June 2018

<sup>7</sup> Francis Pleasant Robinson, *Effective Study*, 147

Preview for only a few second.<sup>8</sup>Next previewing. Students get sollution for generating questions and developing a sense before reading. While reading, students become active. Students learn to monitor their comprehension and gain more independence in a reading situation.<sup>9</sup> Students are creating question based on this previewing. They generally seek the answers in their reading.<sup>10</sup> Looking text for a while and guess it what will be. Readers brain can begin making connections, and readers' comprehension will be faster and better.<sup>11</sup> That is why, students thought that applying this strategy can limit their time to finish their reading task.

There are reading the text first:

a. GIST

Tapping the background knowledge can effectively increase the students' comprehension of the text to be read.<sup>12</sup> From that statement, students are able to make their time more efficient and their reading can be effective to comprehend the text.the process of summarization can greatly assist students in comprehend expository text.<sup>13</sup> It prefers to verbally summarizing of text and also students able do it in their brain without write on a piece of paper. In Generating Interaction Between Schema and Text (GIST) is the ability to summarize has significant benefits

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<sup>8</sup>Margaret Bouchard, *Comprehension...* 17

<sup>9</sup>Margaret Bouchard, *Comprehension...* 49

<sup>10</sup>Margaret Bouchard, *Comprehension...* 49

<sup>11</sup>Margaret Bouchard, *Comprehension...* 17

<sup>12</sup><https://fcit.usf.edu/fcat10r/home/references/additional-reading-strategies/gist-strategy.html>, accessed on 08 June 2018

<sup>13</sup>Margaret Bouchard, *Comprehension...* 40

for comprehending and ultimately retaining and recalling information.<sup>14</sup>

b. Highlighting and note-taking

Highlighting text helps students determine important and not of information. It also helps students break large amounts of information into manageable units that are easily located within the text.<sup>15</sup> Make a note can help students to manage the important things of text that their paraphrase in their own words.<sup>16</sup> At the interview section, no one who shared the benefit of this strategy, but here, readers are going to now the benefit of using selective highlighting and note-taking in their reading.

c. Coding

Coding text strategy helps students to identify unknown language or concepts.<sup>17</sup> Through this way, students are helped by their coding that have created. By reading the code, students are able to identify and remember important informations of the text.

d. Skimming

Skimming is getting general idea through high speed reading. General sense will get in a limit time without read whole of text. The reason why they did it, because they argued that it is practice, quick, and easy to get main idea. They also assumed that main idea often get in the first sentence in each paragraph. Mikulecky and Jeffries convey that readers skim whenever readers want to get some general ideas about an article or a

<sup>14</sup><https://fcit.usf.edu/fcat10r/home/references/additional-reading-strategies/giststrategy.html>, accessed on 08 June 2018

<sup>15</sup>Margaret Bouchard, *Comprehension...* 73

<sup>16</sup>Margaret Bouchard, *Comprehension...* 73

<sup>17</sup>Margaret Bouchard, *Comprehension...* 52

book.<sup>18</sup>From that statement, researcher gets the red line of skimming. It really helps readers or students to limit their time in their reading and make them comprehend the text quickly. When students are able to optimize this strategy, they will get a complete of author's mean and able to read the text faster. It happens because, students do not need read all of the words in the text.

e. Scanning

Practice in scanning will help you learn to skip over unimportant words so that readers can read faster.<sup>19</sup>read faster is needed by students to finish their reading task. This benefit is able to help students to understand the English text.

Responses students' reason when they read the text are a students thought that he is able to answer the question, a students argued it is quick process when they are reading, a student understand the text faster. Those responses have similar with the theory

In highlight, benefit of each reading strategies are same with students feel in reading. Those theories are in a line with students' reason why they applied that process of reading strategy in their English reading.

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<sup>18</sup>Beatrice S. Mikulecky-Linda Jeffries, *More Reading...*

<sup>19</sup>Beatrice Mikulecky-Linda Jeffries, *More Reading...* 25



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion that summarizes the result of the study that has been explained in the chapter IV. It is about Students' reading strategy in English text in reading comprehension and also the benefit in applying the reading strategy in English text in reading comprehension. Some suggestions are also given to some elements related to this study.

#### **A. Conclusion**

##### **1. The Students' Reading Strategy in English Text**

The result shows about students' reading strategies in reading text. 1) QAR: looked at the initial of the questions, read text based on questions show, and answer the questions, 2) Scanning: Finding two or three words which describe information from text, students only focused on italicized words to help them answering questions, and students answered the questions directly, 3) GIST: decide specific sentences in a text, write a summary from text, and detect the main idea and answer the questions, 4) Coding: underlined words which do not know the meaning and give the symbol, read the text and the questions, and answered the questions directly, 5) Selective highlighting and note-taking: read and highlight main idea, read questions, highlight main idea and answered the question, 6) Skimming: read the first sentence in each paragraph, read the text

uncompletely, and answer the questions, 7) Previewing: Change the title into a question, read the text based on showed-questions, and answer the questions.

## **2. Students' Benefits of Reading Strategies in English Text**

Students' benefit in applying reading strategies: 1) efficient of reading time for students, 2) practical in answering questions, 3) completely faster in reading task, 4) understand the text easily. These benefits help the students in answering the question from text and intensely understand the text.

## **B. Suggestions**

All the end of this study the writer would like to give some suggestions to English students, English teachers, and further researchers related to the result of this study. There are as follow:

### **1. English students**

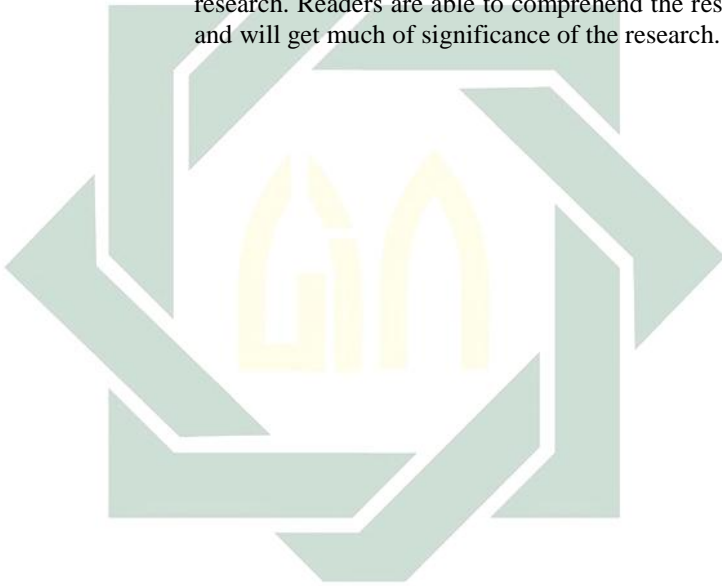
English students should realize this result of the study is useful for their reading. It is about the common reading strategies in each reading activity and also the reasons of applying the reading strategy. Choose appropriate ways in reading comprehension. It can answer questions show in reading text. They should be concentration in their reading also apply the reading strategies based on reading function.

### **2. English teachers**

Significance of this study is also for English teachers. English teachers are able to know the process of students' reading strategy and understand common students' strategy in reading to follow their process and finish their English reading text. Benefits of each reading strategies in reading comprehension are also helping English teachers to make high expectation of students for comprehending English text. From the monitoring students' reading, teacher can improve their English reading to more effective.

3. Further researchers

This research is not complete yet. Further researchers are able to continue this research by adding different aspects. It likes adding specific reading text, focus on English students and teachers, and more kind of reading strategies. It can be in a specific of reading activities such as in pre reading, or while reading, or post reading. More specific of subject and object in the research. Readers are able to comprehend the research and will get much of significance of the research.



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